

Performing

Understanding and

evaluating performance

Awareness of music

Awareness of self

Awareness of others

EYFS	Beginning to say what they liked about others' performances.		Facing the audience when performing. Spontaneously expressing feelings around performing.	Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.
Year 1	Offering positive feedback on others' performances.	Starting to maintain a steady beat throughout short singing performances.	Keeping head raised when singing. Keeping instruments still until their part in the performance.	Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.
Year 2	Offering positive feedback on others' performances.	Starting to maintain a steady beat throughout short singing performances.	Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.
Year 3	Offering constructive feedback on others' performances.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	
Year 4	Offering constructive feedback on others' performances.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	
Year 5	Using musical vocabulary to offer constructive and precise feedback on others' performances.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Playing a simple chord progression with accuracy and fluency.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	

Year 6

Using musical vocabulary to offer constructive and precise feedback on others' performances.

Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.

Performing by following a conductor's cues and directions.

Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.